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ABSTRACT

Designed for integration into existing school curriculum, this is the third in a series of five career education curriculum kits for teachers of grades K-3. Each kit pertains to one of five specified career education program goals. The goal for this curriculum kit is, "Students will identify their individuality and continue to develop a relationship with occupational roles." For this goal, four course goals are listed accompanied by suggested performance indicators. Sixteen appropriate classroom activities are detailed and the following information is included for each one: activity goal; grade level; skills required to perform the activity; number of students for which the activity was designed; time needed to do the activity; materials needed; and procedures. Also included is a cross index by goals and activities and a six-page implementation handbook. (These five kits are part of a series of ten career education kits; the other five kits cover the same five career education goals for grades 4-8.) (JH)

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ED154120

CAREER AWARENESS/ EXPLORATION CURRICULUM KIT

GRADES K-3

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SPECIALIZATION
PREPARATION
EXPLORATION
AWARENESS

IT'S THE PUPIL OF THE EYE THROUGH WHICH WE SEE

OE 014952

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Portland, Oregon 97207

(503) 229-4843

QUOTES FROM TEACHERS WHO FOUND THE CURRICULUM MATERIALS VERY USEFUL:

We were very impressed! We found it a valuable addition to our regular curriculum.

Career Committee, Primary, Glendale

The best part of the program to me seems to be the ease with which the activities can be used and incorporated.

Laura Miller, Lincoln Elem., Grade 1, Ashland

Excellent activity! Given at the beginning of the day, helped stimulate the students to choose to do their best that day.

Joene Courtney, Aumsville Elem., Grade 3, Aumsville

Fun activity for kids, interesting to observe their reactions and relate them to the various learning styles. This is an activity I would use again--could be used many times with different objectives.

Barbara Miller, Gaffney Lane, Grade 1, Oregon City

The kit was excellent. I enjoyed doing activities with the children, and they enjoyed doing mobiles, silhouettes, etc. I recommend it for all districts to introduce career awareness.

Miss Mosely, Glendale Elem., Grade 2 Glendale

This activity is important to my class as we live in a rural area and they are not familiar with some of the jobs and professions women are now entering.

Carolyn Poetsch, Petersburg Elem., Grade 2 Petersburg

Parents were especially pleased with this activity. We now send a new chart home every week. Rather than agreeing on five things everyone was to do, each child or parent listed the jobs they presently do. Children were very proud of their charts.

B. J. Finch, Gaffney Lane, Grade K, Oregon City

WELCOME TO THE K-3 CAREER AWARENESS EXPLORATION CURRICULUM KIT! You have before you five notebooks of classroom activities that cover the program goals of Career Education developed by the Oregon Department of Education.

These activities were field-tested by seventy-five selected teachers involving approximately 1900 students throughout the state of Oregon during 1976-77 school year. The activities are designed for integration into the existing school curriculum. While some activities are ongoing and unit oriented, most activities can be accomplished in a normal class period.

Field-testing demonstrated the effectiveness of the activities. Children and teachers responded with loads of excitement and enthusiasm!!

The Career Education Kit will definitely enhance the learning in any classroom.

CAREER AWARENESS – EXPLORATION
CURRICULUM KIT

MEMO

TO: Administrators and Curriculum Coordinators
FROM: The Writing Team

RE: Staff In-service

If this material is to be distributed to teachers without a formal in-service, take a half hour and discuss the following information with your teachers:

WHAT IS IT?

The kit contains a selection of K-3 activities that have been screened and field-tested by classroom teachers. The material covers five (5) program goals. Each book contains activities for one program goal.

WHY SHOULD YOU USE IT?

By implementing this program a district will begin to help students meet minimum graduation requirements. An awareness of career opportunities for students will be developed through the implementation of this program. The activities are designed, developed and based on learning behaviors, such as decision-making, communication skills, inquiry, etc. Experience from the field-test sites has shown that EXCITEMENT, INTEREST, ENTHUSIASM, and ENJOYMENT occur when these activities are used in the classroom.

HOW LONG SHOULD YOU USE IT?

The program is an ongoing experience. The activities should be integrated into the basic curriculum. The program is flexible. Program goals and activities do not need to be done in sequence. The writers strongly recommend that activities from each program goal be used. Most of the activities range from one half hour to one hour of class time. The creative teacher will be able to adapt the activities to their style of teaching and unique situation.

WHAT WILL THE BENEFIT BE TO STUDENTS?

In a year's time students will have been exposed to a variety of activities that will allow them to utilize their training in math, reading, spelling, art, science, etc. Through this approach students are being provided an opportunity to apply skills learned in school to life situations.

CAREER AWARENESS – EXPLORATION
CURRICULUM KIT

WHERE DO I GET HELP IF I NEED IT?

Contact your regional career education coordinator, your district career education director, one of the writers of the program, or Dan Grimes, Specialist, Career Awareness, Oregon Department of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310.

I am interested in information regarding:

_____ 1 hour informational in-service

_____ 3 hour overview of the materials

_____ 10 hour (1 college credit) in-service

_____ 20 hour (2 credits) class

_____ 30 hour (3 credits) class

NAME _____ ADDRESS _____

SCHOOL_____ _____

MAIL TO: Dan Grimes
Specialist, Career Awareness
Oregon Department of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

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GRADES K-3

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CAREER AWARENESS CURRICULUM

KIT

INDEX

(GRADES K-3)

Daniel B. Grimes.....Project Director/Writer

John Young.....Project Coordinator/Writer

Loretta Ness.....Project Writer

Louis Cava.....Project Writer

John Davies.....Project Writer

Nancy Combs.....Project Writer

Inge Infante.....Artist

Steve Sandstrom.....Artist

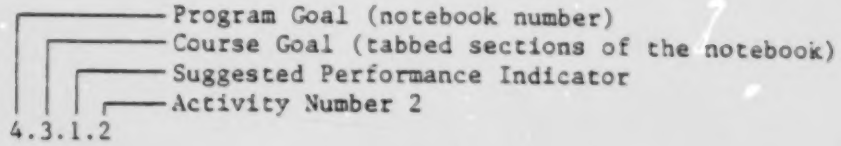
Christy Bailey.....Artist

USING THE INDEX

Each of the following color coded pages represents one notebook. Each colored page lists the program goal, course goals, and performance indicators for its corresponding notebook. Also included on each color-coded page is an activity/skills cross-referenced index.

The teacher can review the goals and performance indicators for appropriateness to class needs. The program goal provides broad information about the activities contained within the notebook. Course goals offer more specific information about the activities contained within the tabbed sections of the notebook. Performance indicators provide specific student objectives.

The numbers are used to locate activities within the kit.



This index is intended to be an aid to planning. For example, if the teacher wished to identify decision-making activities, he/she would scan the decision-making column of each index page to identify the name and location of all decision-making activities. Further information about the activities can be gained from the goals and performance indicators listed on each index page.

Program Goal 1. STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The student will:	The Student:
1.1 Understand the roles of family members.	1.1.1 Given an opportunity for discussion, will identify the roles of their family members.
	1.1.2 Given an opportunity to discuss, will identify the relationship of family members to the world of work.
1.2 Recognize that some work requires individual effort and other work requires group participation.	1.2.1 Given a classroom task, will complete an individual project.
	1.2.2 Given a classroom task, will complete a group project.
1.3 Be able to identify attitudes of others within the world of work.	1.3.1 Given the opportunity for a discussion, will begin to identify a definition of attitudes.
	1.3.2 Given an opportunity to observe workers, will identify the attitudes exhibited.
1.4 Be able to recognize why most members in a community seek work.	1.4.1 Given the opportunity to ask questions, will be able to state why people seek work.
	1.4.2 Given the opportunity to interview workers, will describe why people work.

Program Goal 1

Students will identify and develop attitudes about the world of work

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	Communication*	Math	Art	Ingesting	Analyzing	Identifying	Observing	Classifying	Measuring	Experimenting	Synthesizing	Creative	Categorizing	Relating	Map	Computer
1.1.1.1	Family Pictures	K-1	X		X					X								
1.1.1.2	Silhouette Silhouette	2-3	X		X					X								
1.1.2.1	Life Role Bones	K-1	X					X		X								
1.1.2.2	Photo Essays	2-3								X								
1.2.1.1	Telephone Tasks	K-1	X															
1.2.1.2	Space Travel	2-3			X										X			
1.2.2.1	Woodie Necklaces	K-1												X	X			
1.2.2.2	Mass Produced Truck	2-3													X			
1.3.1.1	Behavior Choices	K-1	X								X							
1.3.1.2	T-M-C	2-3	X								X							
1.3.2.1	Worker Attitudes	K-1	X					X										
1.3.2.2	Why Attitudes?	2-3							X	X	X							
1.4.1.1	Community Workers	K-1	X														X	
1.4.1.2	Why People Work	2-3					X										X	
1.4.2.1	Why Do I Work?	K-1	X														X	

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 2. STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student will:	**The Student:**
2.1 Develop an understanding of the interrelationship of the producer life role to family, citizen, consumer, individual, and learner.	2.1.1 Given the opportunity to identify parent occupation(s), will describe where parent(s) work.
	2.1.2 Given the opportunity to describe, will identify how work effects the six life roles.
2.2 Identify various tasks the student performs within the family.	2.2.1 Given the opportunity to demonstrate, will show the tasks he/she performs at home.
	2.2.2 Given a task to do at home, will identify his/her responsibilities within the family.
2.3 Begin to identify workers in the community.	2.3.1 Given time to research community works, will be able to identify occupations.
	2.3.2 Given the opportunity to discuss, will assist in planning an "on-site" visitation of workers.
2.4 Understand the need for a monetary system.	2.4.1 Given the opportunity to learn the monetary system, will be able to participate as a producer and a consumer.
	2.4.2 Given the opportunity to identify the use of money in the family, will describe the effects of the monetary system.

Program Goal 2

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

Students will acquire knowledge about the world of work.

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Interpreting	Analyzing	Identifying	Observing	Classifying	Decision Making	Experimenting	Estimating	Creative Writing	Construction	Telling	Map	Inquiry
2.1.1.1	Involve Me - I Understand	K-1	X												X		X	
2.1.1.2	Map Skills	2-3	X		X											X	X	
2.1.2.1	Mom Mobile & Pop Mobile	K-3	X		X													X
2.1.2.2	Six Life Roles and a Mini-Community	3	X							X		X						
2.2.1.1	Home Tasks	K-1				X						X						
2.2.1.2	My Jobs At Home	2-3	X															
2.2.2.1	Inquiry Ask the Task	K-3	X															X
2.2.2.2	Mix 'em and Match 'em	2-3	X															
2.3.1.1	Community Workers	K-1	X										X					
2.3.1.2	Community Map	2-3	X		X									X				
2.3.2.1	Any Field Trip	K-3			X					X		X						
2.3.2.2	Our School Workers	2-3								X		X						
2.4.1.1	Let's Play "Money"	K-1		X														
2.4.1.2	Popcorns-a-poppin	2-3		X								X						
2.4.2.1	Barter vs. Money $	3	X	X						X								
2.4.2.2	"Family" Budget	3	X	X						X		X						

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 3. STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student will:	The Student:
3.1 Recognize his/her relationship to family and school.	3.1.1 Given an opportunity to examine him/her self as a responsible family and school member, will by discussion, realize how he/she fits into society
	3.1.2 Given an opportunity to illustrate, will compare his/her role in the family and at school.
3.2 Describe how an individuals' uniqueness applies to the family, citizen, individual, producer, learner, and consumer life roles.	3.2.1 Given an opportunity to participace in a role playing situation, will be able to identify three roles unique to the family situation.
	3.2.2 Given an opportunity to participate in an art activity, will create a display of the life roles.
3.3 Understand the relationships within the physical environment.	3.3.1 Given an opportunity to observe, will understand the outcome of pollution.
	3.3.2 Given the opportunity, will identify at least three persons who are responsible for the care of the physical environment.
3.4 Be able to recognize acceptable behaviors in the home, school, and community.	3.4.1 Given the opportunity to examine social and work behaviors, will be able to classify them as being helpful or not helpful.
	3.4.2 Given the opportunity, will be able to identify sex-stereotyped roles.

Program Goal 3

Students will identify their individuality and continue to develop a relationship with occupational roles.

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Inferring	Analyzing	Identifying	Observing	Classifying	Ordering	Experimenting	Organizing	Creative Thinking	Construction	Problem Solving	Map	Inquiry
3.1.1.1	Flannel Board Comparison Home - School	K						X		X								
3.1.1.2	Individual Silhouette	2-3			X					X								
3.1.2.1	Booklet "ME" - AT HOME AT SCHOOL	K			X					X								
3.1.2.2	Family - School Comparison	2-3			X					X								
3.2.1.1	Role Playing Family Members	K-2	X											X				
3.2.1.2	Role Playing Life Roles	3	X											X				
3.2.2.1	Family Collage	K			X					X								
3.2.2.2	Life Role Collage	2-3			X					X								
3.3.1.1	Water Pollution	K-3						X		X								
3.3.1.2	Every Litter Bit Helps!	K-3						X		X								
3.3.2.1	Physical Environment Collage	K-1								X								
3.3.2.2	Physical Environment Occupations	2-3						X										X
3.4.1.1	Acting Out Behaviors	K-3	X							X				X				X
3.4.1.2	Behaviors in Work and Play	2-3																X
3.4.2.1	Mom is a Doctor and Dad is a Nurse	K-3	X		X					X								

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 4. STUDENTS WILL DEVELOP SKILLS IN DECISION-MAKING, COMMUNICATING, AND CREATING, AS RELATED TO THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student will be able to:	The Student:
4.1 Identify basic methods of communication.	4.1.1 Given a classroom task, will be able to complete the task using basic methods of communication.
	4.1.2 Given an opportunity for discussion, will be able to recognize how communication skills influence individuals' work.
4.2 Identify skills used in interpersonal relationships.	4.2.1 Given an opportunity to participate in a class activity, will be able to identify responsible behaviors.
	4.2.2 Given an opportunity to observe a worker, will be able to identify behavior traits that influence interpersonal relations.
4.3 Identify examples of decision-making in the career development process.	4.3.1 Given an opportunity to observe, will be able to identify decisions made by individual students, groups of students and others.
	4.3.2 Given an opportunity to participate in activities, will solve problems using group decision making strategies.
4.4 Develop an awareness of the creativity in many occupations.	4.4.1 Given an opportunity to analyze a task, will be able to identify different ways the task can be completed.
	4.4.2 Given an opportunity to observe workers, will be able to identify opportunities for creativity within occupations.

Program Goal 4

Students will develop skills in decision-making, communicating, and creating, as related to the world of work.

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Interpreting	Analyzing	Identifying	Observing	Classifying	Decision Making	Experimenting	Evaluating	Creative Thinking	Construction	Trying	Map	Inquiry
4.1.1.1	Did You Hear Me?	K-1	X	X		X	X	X										
4.1.1.2	Transfer of Thought	2-3	X			X	X	X										
4.1.2.1	Sending, Receiving and Interpreting	K-1	X			X	X		X									
4.1.2.2	Worker Messages	2-3	X			X			X									
4.2.1.1	Kid Power	K-3	X								X	X						
4.2.1.2	Is There An Alternative	2-3	X											X				
4.2.2.1	Paper Plate Traits	K-1	X		X			X	X	X				X				
4.2.2.2	People Traits Field Trip	1-3	X			X			X	X								
4.3.1.1	Observing Decision	K-3	X						X									
4.3.1.2	D.M.	2-3	X	X					X		X							
4.3.2.1	Building Blocks	K-3	X			X	X		X				X				X	
4.3.2.2	Allocation of Resources	2-3	X			X	X				X							
4.4.1.1	Pens	2-3	X										X					
4.4.1.2	Building Your Own Thing	1			X						X				X			
4.4.2.1	Creative Occupations	2-3	X															X
4.4.2.2	Creativity: To Be Or Not To Be	2-3	X					X	X									

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 5. STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student will:	The Student:
5.1 Be aware that the world of work requires certain physical movements or skills.	5.1.1 Given the opportunity for discussion, will acquire knowledge about physical movements in the world of work.
	5.1.2 Given the opportunity to observe, will identify physical skills learned in school and used in occupational roles.
5.2 Be able to understand tools as an extension of the body.	5.2.1 Given an opportunity to use tools, will complete a task.
	5.2.2 Given an opportunity, will identify tools used in selected occupations.
5.3 Identify the relationship between classwork, physical and mental activity, and career choice.	5.3.1 Given a basic knowledge of physical and verbal skills, will be able to demonstrate the skills found in a job role.
	5.3.2 Given the opportunity to select a career area, will be able to demonstrate the relationship of the physical and mental skills learned in school to those within a career area.

Program Goal 5

Students will develop physical and mental skills related to occupational roles.

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS
CHECKLIST

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Spelling	Analyzing	Identifying	Observing	Classifying	Testing Reading	Experimenting	Estimating	Sequencing	Construction	Telling Time	Map	Location
5.1.1.1	I Moved	K-1												X				
5.1.1.2	Who Moved?	2-3						X			X			X				
5.1.2.1	Mastery	K-1			X										X			
5.1.2.2	School and Jobs	2-3		X					X	X								
5.2.1.1	Tool Relay	2-3	X															
5.2.1.2	Tool Talk	K-1	X					X										X
5.2.2.1	Tool Bingo	K-1			X			X										
5.2.2.2	Tools and Time	2-3	X	X					X	X								X
5.3.1.1	V.S.P.S.	K-3								X	X			X				
5.3.1.2	Telling Traits	2-3	X											X				
5.3.2.1	Charles and Orville and a Dog Named Bruce	K-1	X								X							
5.3.2.2	Are They Alike?	2-3					X			X								

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 3. STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
3.1 Will recognize his/her relationship to family and school.	3.1.1 Given an opportunity to examine him/her self as a responsible family and school member will, by discussion, realize how he/she fits into society.
	3.1.2 Given an opportunity to illustrate, the student will compare his/her role in the family and at school.

Program Goal 3

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Course Goal 3.1

The student will recognize his/her relationship to family and school.

Suggested Performance Indicator 3.1.1

Given an opportunity to examine him/her self as a responsible family and school member, the student will, by discussion, realize how he/she fits into society.

Description of Activities

1. Flannel Board Comparison Home-School (K)
A flannel graph activity in which students identify and categorize objects found at home and in school

2. Individual Silhouette (2-3)
An activity in which students identify words describing home and school roles and paste the words on their individual silhouette

P. I. No. 3.1.1

Title: FLANNEL BOARD COMPARISON
HOME - SCHOOL

Activity 1

Suggested Instructional Goal:

Having identified objects found at home and at school, the student will participate in a flannel board activity categorizing those objects.

Grade Level:	Skills:	Time:
Kindergarten	Identifying, classifying	30 minutes

Number of Students:	Materials:
Total Class	Flannel board, and flannel board pictures (see attached)

Procedures:

1. The teacher passes out flannel graph pictures (see attached sample).
2. Ask volunteers to raise hand if they have a picture of something that belongs "at home."
3. Ask children, one at a time, to place their pictures on flannel board, discussing each.
4. Do same for "at school" pictures.
5. Pictures should be categorized and placed on flannel board accordingly after all pictures have been identified.
6. Have the students identify other ways to classify the pictures. (Things used for play, and for work, etc.)

Source: Nancy Combs

K-3-3

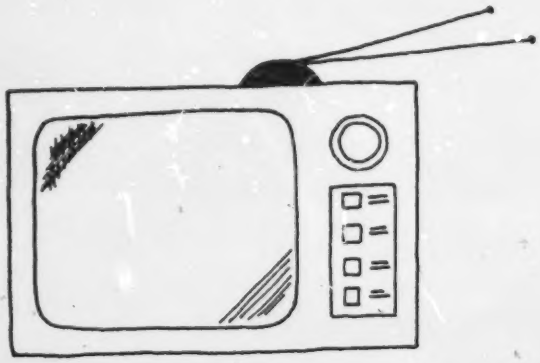
P. I. No. 3.1.1

Title: FLANNEL BOARD COMPARISON
HOME - SCHOOL

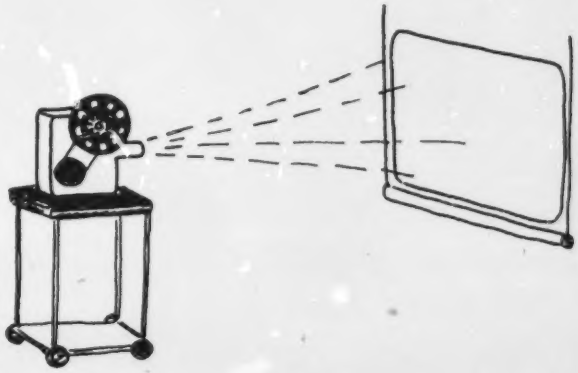
Activity **1**

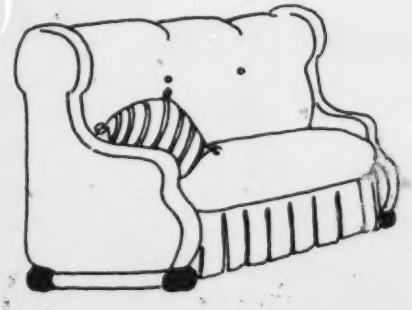
Procedures Continued:

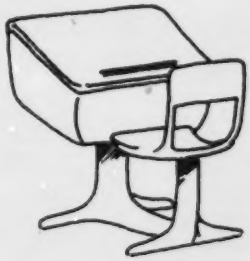
HOME

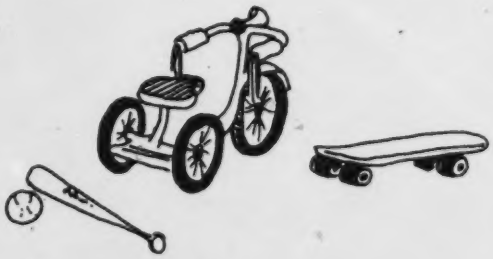


SCHOOL









K-3-4

P. I. No. 3.1.1

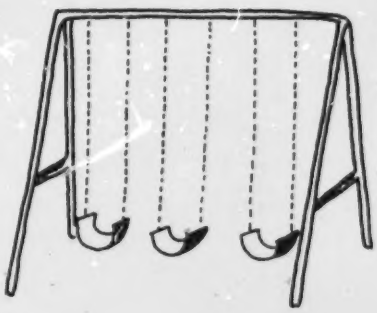
Title: FLANNEL BOARD COMPARISON
HOME - SCHOOL

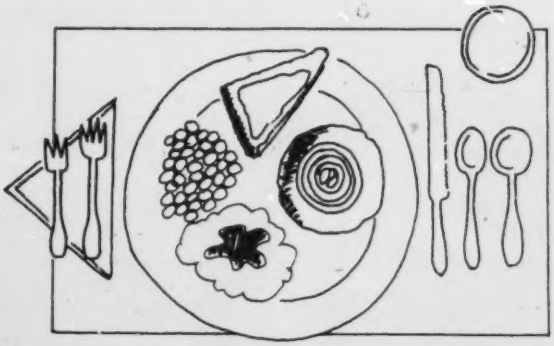
Activity 1

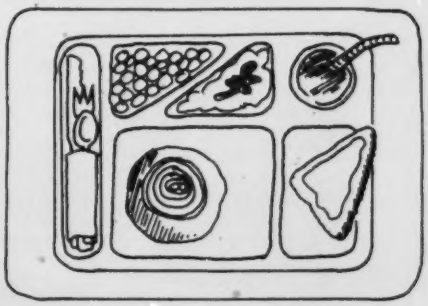
Procedures Continued:

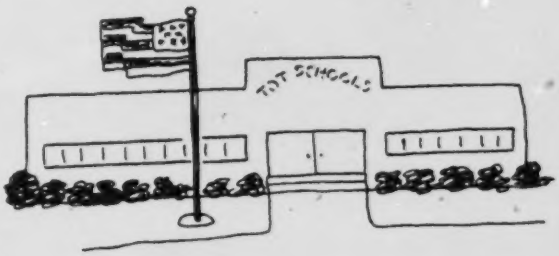
HOME

SCHOOL









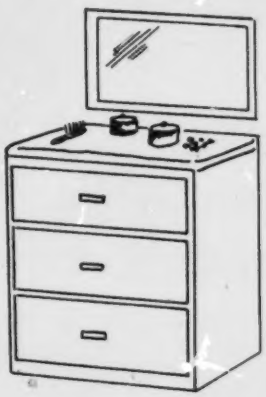
P. I. No. 3.1.1

Title: FLANNEL BOARD COMPARISON
HOME - SCHOOL

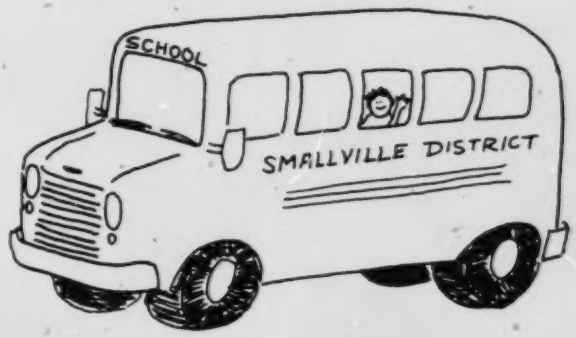
Activity 1

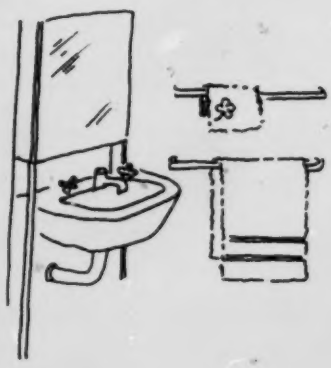
Procedures Continued:

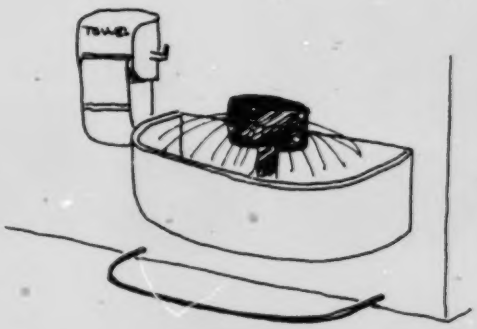
HOME



SCHOOL







P.I. No. 3.1.1

Title: INDIVIDUAL SILHOUETTE

Activity 2

Suggested Instructional Goal:

Given the opportunity to construct a silhouette, the student will be able to write words that describe his/her role at home and at school.

Grade Level:

2-3

Skills:

Art, language arts, and classifying

Time:

One 45-minute period

Number of Students:

Total Class

Materials:

Paper
Pencil
Construction paper silhouettes
String or thread

Procedures:

1. The teacher writes on board, "Words that describe your role at Home/School".

2. The students write all the words they can think of that describe their role and put under right heading.
   Example:

HOME	SCHOOL
empty garbage	run errands
helpful	likes recesses

3. The students transfer words from lists to silhouettes/profiles. Put HOME words on one side and SCHOOL words on the other side.

   a. Students in teams could draw a profile of each other (at least 16cm x 22cm in size). Once the students are completed, continue activity as suggested. (P.S. Have students reuse paper that was thrown away.) OR....

   b. Use the sample attached. Have the students cut the pre-made mobile out and use to complete the activity.

4. Tie thread or string on top of head silhouette and hang in room.

Source: Louis Cava

P. I. No.

Title:

Activity 2

Procedures Continued:

Program Goal 3

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Course Goal 3.1

The student will recognize his/her relationship to family and school.

Suggested Performance Indicator 3.1.2

Given an opportunity to illustrate, the student will compare his/her role in the family and at school.

Description of Activities

1. Booklet "Me" - At Home - At School (K)
An activity in which students illustrate a booklet of their life at home and at school

2. Family - School Comparison (2-3)
An activity in which students identify by writing, parallel home and school roles

P. I. No. 3.1.2

Title: BOOKLET "ME" - AT - HOME - AT SCHOOL

Activity 1

Suggested Instructional Goal:

Given the opportunity to participate in a creative task, the student will be able to illustrate a booklet comparing his/her life roles at home and at school.

Grade Level:

Kindergarten

Skills:

Art, language arts, and classifying

Time:

Two 30-minute periods

Number of Students:

Total Class

Materials:

Paper, crayons/pencils, labels (see attached sheet), scissors, paste

Procedures:

1. The teacher will begin by demonstrating the processes of building the booklet.
2. Booklets should be stapled together across the top of the page before distributing to the class. They should be at least 5 pages thick, or a page for every two labels (see attached sheet).
3. Paste-on the first label. The first one should read "ME--AT HOME." The remaining order will not matter.
4. The student will illustrate the message of the first label.
5. The student continues illustrating each page according to the next label or until he finishes all of AT HOME labels. (The teacher distributes and reads the next label when the child is ready).
6. The next day the booklet should be turned completely over and the student will continue in the same manner drawing the AT SCHOOL pictures. (Begin with ME - AT SCHOOL).
7. When finished, the booklet will tell a story about the student's life at home and at school.

Source: Nancy Combs

K-3-10

P. I. No. 3.1.2

Title: "ME" - AT HOME AND AT SCHOOL

Activity 1

Procedures Continued:

LABELS FOR BOOKLET

(these are merely suggestions)

1. ME AT HOME
2. MY FAMILY
3. MY HOUSE
4. MY BED
5. MY FAVORITE TOY
6. MY FRIEND AT HOME
7. MY JOBS AT HOME

1. ME AT SCHOOL
2. MY TEACHER
3. MY SCHOOL
4. MY DESK/TABLE
5. MY FAVORITE SCHOOL ACTIVITY
6. MY FRIEND AT SCHOOL
7. MY JOBS AT SCHOOL

P.I. No. 3.1.2

Title: FAMILY - SCHOOL COMPARISON

Activity 2

Suggested Instructional Goal:

Given the opportunity to participate in a written activity, the student will, through writing, identify parallel home and school roles.

Grade Level:	Skills:	Time:
2-3	Art, language arts, and classifying	15-20 minutes

Number of Students:	Materials:
Total Class	Paper and pencil

Procedures:

1. The student folds a piece of paper in half.
2. On the top of the Left side, the student will write down a role or activity he/she engages in at home. On Right top side, write a parallel to that role he/she plays at school. (see sample page.)
3. Teacher can display on chalk board or students can take home.

Source: Louis Cava

K-3-12

P. I. No. 3.1.2

Title: FAMILY - SCHOOL COMPARISON

Activity 2

Procedures Continued:

Sample

Family - School Comparison

Home	School
1. Take out garbage	1. Empty waste baskets
2. Make bed	2. Keep desk clean
3. Obey parents	3. Obey teacher
4. Water garden	4. Water plants
5. Watch TV	5. Watch films
6. Clean yard	6. Clean playground
7. Feed pets	7. Feed fish

Program Goal 3

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Course Goal 3.2

The student will describe how an individuals' uniqueness applies to the family, citizen, individual, producer, learner, and consumer life roles.

Suggested Performance Indicator 3.2.1

Given an opportunity to participate in a role playing situation, the student will be able to identify three roles unique to the family situation.

Description of Activities

1. Role Playing Family Members (K-2)
A role playing activity in which students depict family members in the six life roles

2. Role Playing Life Roles (3)
A role playing activity in which students discuss and role play the six life roles

Program Goal 3. STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
3.2 Will describe how an individuals' uniqueness applies to the family, citizen, individual, producer, learner, and consumer life roles.	3.2.1 Given an opportunity to participate in a role playing situation, will be able to identify three roles unique to the family situation. 3.2.2 Given an opportunity to participate in an art activity, will create a display of the life roles.

P. I. No. 3.2.1

Title: ROLE PLAYING FAMILY MEMBERS

Activity 1

Suggested Instructional Goal:

Having discussed the six life roles, the student will be able to participate in a class activity, role playing family members in each life role.

Grade Level:

K-2

Skills:

Role playing and communicating

Time:

30 minutes

Number of Students:

Total Class

Materials:

Props: such as hats, clothing, etc. suitable to identify mother, father, sister, brother, baby

Procedures:

1. The teacher begins a discussion by explaining the meaning of the words: Family, Citizen, Individual, Producer, Learner, and Consumer.

2. The teacher asks the group for a volunteer to role play FATHER as a family member, as a citizen, as an individual, etc. (Perhaps a different child could be chosen to play each role.)

   Suggestions for role playing:
   - Producer - parents' occupation
   - Consumer - shopping (grocery, clothes, car lot, etc.)
   - Citizen - voting, obeying traffic rules, helping the needy, etc.
   - Individual - hobbies, reading, recreation, etc.
   - Learner - reading, sewing, going to school, etc.
   - Family - family outing, chores, discussions, church, etc.

3. Continue role playing for MOTHER and SISTER or BROTHER.

Source: Nancy Combs

P.I. No. 3.2.1

Title: ROLE PLAYING LIFE ROLES

Activity 2

Suggested Instructional Goal:

Having discussed the six life roles, the student will be able to participate in a role playing activity depicting two life roles.

Grade Level:

3

Skills:

Language arts, communicating, and role playing

Time:

45-minutes

Number of Students:

Total Class

Materials:

None

Procedures:

1. The teacher explains and discusses with the students the 6 life roles:
   a. family b. citizen c. individual d. producer e. learner
   f. consumer

2. Each student will role play 2 of the 6 life roles in front of the class.

3. The class tries to identify the life roles being portrayed.
   Example: The student could walk around picking up paper off the floor.
   (Citizen role - voting, obeying laws; Family - picnic)

Source: Louis Cava

Program Goal 3

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Course Goal 3.2

The student will describe how individuals' uniqueness applies to the family, citizen, individual, producer, learner, and consumer life roles.

Suggested Performance Indicator 3.2.2

Given an opportunity to participate in an art activity, the student will create a display of the life roles.

Description of Activities

1. Family Collage (K)
An activity in which students create a collage of family members participating in activities depicting the six life roles

2. Life Role Collage (2-3)
An activity in which the class discusses the six life roles and each student creates a collage depicting self engaged in the six life roles

P. I. No. 3.2.2

Title: FAMILY COLLAGE

Activity 1

Suggested Instructional Goal:

Having collected pictures of family members engaged in activities, the student will be able to discuss and categorize each picture according to the life role depicted in the pictures.

Grade Level:
Kindergarten

Skills:
Language arts, art, and classifying

Time:
15 minutes daily for 5 days

Number of Students:
Total Class

Materials:
Paste
Magazine pictures from home
5 tag charts

Procedures:

1. The teacher will explain and discuss the six life roles. (Family, Citizen, Individual, Producer, Learner, and Consumer)
2. The teacher asks each student to bring magazine pictures from home showing pictures of a MOTHER - FATHER - BROTHER - SISTER in a life role.
3. Label 6 large bulletin board sized charts with a life role, ready for pasting on pictures when children bring them.
4. Each student will paste their pictures on correct chart and discuss them.
5. The teacher makes sure there is an assortment of pictures showing the 6 life roles for those students who might not remember to bring pictures from home.
6. Continue as long as the class shows an interest.

NOTE: The teacher may need to provide time and magazines to complete the lesson within the classroom and to afford every student a chance to participate.

Source: Nancy Combs

P.I. No. 3.2.2

Title: LIFE ROLE COLLAGE

Activity 2

Suggested Instructional Goal:

Having discussed the six life roles, the student will be able to develop a collage depicting self in each life role.

Grade Level:

2-3

Skills:

Art and classifying

Time:

Two 45-minute periods

Number of Students:

Total Class

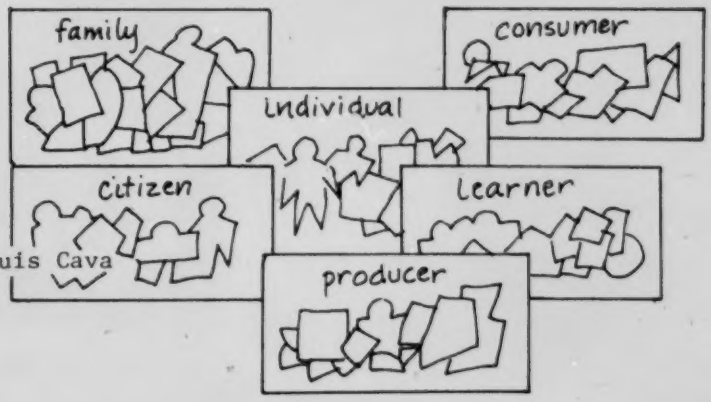
Materials:

Construction paper
Scissors
Glue
Cigar or pencil box
Manilla folders
Crayons
Assorted picture magazines

Procedures:

1. The teacher defines and writes the 6 life roles on the chalkboard: family - citizen - individual - producer - consumer - learner.
2. Each student will cut out pictures from magazines or draw and color pictures that describe their relationship to the six life roles.
3. The student pastes pictures in the form of a collage around a pencil box, manilla folder, or other folder for school use.
4. The student now has his/her unique collage that represents him/her.

NOTE: The teacher may choose to concentrate on one life role at a time, by making one class collage of each of the six life roles.



Source: Louis Cava

Program Goals 3. STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
3.3 Will understand the relationship within the physical environment	3.3.1 Given an opportunity to observe, will understand the outcome of pollution.
	3.3.2 Given the opportunity, will identify at least three persons who are responsible for the care of the physical environment.

Program Goal 3

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Course Goal 3.3

The student will understand the relationship within the physical environment.

Suggested Performance Indicator 3.3.1

Given an opportunity to observe, the student will understand the outcome of pollution.

Description of Activities

1. Water Polution (K-3)
In this activity, the students study the polluted and non-polluted water, identifying pollution related problems and occupations dealing with these problems.

2. Every Litter Bit Helps!!!! (K-3)
An activity in which students collect litter and classify according to the litter's effects on the environment

P. I. No. 3.3.1

Title: WATER POLLUTION

Activity 1

Suggested Instructional Goal:

Having observed polluted and non-polluted water, the student will be able to participate in a class discussion identifying the problems of pollution and ho occupations are dealing with the problems.

Grade Level:
K-3

Skills:
Observing and drawing conclusions

Time:
One 30-45 minute class (depending on level)

Number of Students:
Small group or total class

Materials:
Mayonnaise jar (2 per group)
Water
Litter e.g. gum wrappers, foods, etc.

Procedures:

1. Fill 2 clean jars with fresh tap water. Close with lids.
2. Add pollutants to one of the jars. Examples: detergents, litter, chemicals, etc.
3. Let the jars stand for a period of time (perhaps 24 hours).
4. Observe the differences by using the 5 senses.
5. Record the findings of the experiment.
6. Discuss how this relates to our physical environment.
7. Identify and discuss occupations that have a major responsibility for pollution control. (i.e. trash collector, sewage disposal plant operator.)

ADDITIONAL ACTIVITY: If interest allows, a discussion can follow on jobs that create pollution and jobs that control pollution.

Source: Louis Cava and Nancy Combs

P. I. No. 3.3.1

Title: EVERY LITTER BIT HELPS!!!!

Activity 2

Suggested Instructional Goal:

Having identified the environmental effects of litter, the student will be able to classify collected litter according to those effects.

Grade Level:
K-3

Skills:
Observing and classifying

Time:
30-45 minutes

Number of Students:
Total Class

Materials:
Trash receptacle, litter

Procedures:

1. The teacher leads a discussion identifying the environmental effects of litter (e.g. nuisance, danger, visual ugliness, etc.).
2. The teacher and students record possible solutions to eliminate the problems.
3. Students and teacher will take a walking field trip collecting litter. P.S. Every litter bit helps!
4. Return to class and categorize litter in the 3 or more above mentioned areas - nuisance, danger, ugliness, etc. A piece of litter could be categorized into one or more areas.
5. Invite the D.E.Q. person for your area to present information about Environmental Quality. Focus on the emerging occupations in the environmental field.

SUGGESTED VARIATIONS:

a. Make a "litter tree" for all to see.

b. Make a collage of the litter found.

Source: Louis Cava and Nancy Combs

Program Goal 3

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Course Goal 3.3

The student will understand the relationships within the physical environment.

Suggested Performance Indicator 3.3.2

Given the opportunity, the student will identify at least three persons who are responsible for the care of the physical environment.

Description of Activities

1. Physical Environment Collage (K-1)
The students identify occupations controlling the quality of land, air, and water; and create a collage of the identified occupations.

2. Physical Environment Occupations (2-3)
An activity in which students study occupations associated with the physical environment and interview 5 workers in the occupations

P. I. No. 3.3.2

Title: PHYSICAL ENVIRONMENT COLLAGE

Activity 1

Suggested Instructional Goal:

Having identified occupations controlling the quality of the land, air, and water, the student will be able to participate in an art activity creating a collage of the identified occupation.

Grade Level:

K-1

Skills:

Classifying

Time:

30-minute periods possibly 2 or 3 times

Number of Students:

Total Class

Materials:

Scissors, paste, magazine pictures

Procedures:

1. The class will discuss the quality of land, air, and water and their importance to life.
2. The teacher leads a discussion on occupations and workers who keep our land, air and water clean -- e.g. garbage collectors, custodians, forest rangers, etc.
3. The students look through magazines for pictures of these occupations.
4. The student cuts out pictures and pastes them onto a bulletin board collage.

NOTE: An additional activity could be to interview the school custodian and follow up with an art activity illustrating his/her many useful jobs.

An ample supply of trade magazines should be available to students before beginning this activity.

Source: Nancy Combs and Louis Cava

P. I. No. 3.3.2

Title: PHYSICAL ENVIRONMENT OCCUPATIONS

Activity 2

Suggested Instructional Goal:

Given the opportunity to survey occupations and workers associated with the physical environment, the students will be able to participate in a small group activity interviewing a worker associated with the physical environment.

Grade Level:

2-3

Skills:

Language arts, interviewing, and matching

Time:

One 45-minute period

Number of Students:

Total Class

Materials:

Pictures from magazines
Attached work sheet puzzle
Attached sample list of occupations and workers

Procedures:

1. The teacher holds up a picture or visual aid indicating an occupation associated with the Physical Environment. (e.g. garbage can = garbage collector.)
2. The student identifies the occupation and the worker.
3. Proceed through a list of occupations. (See attached sample.)
4. Do the work sheet puzzle. (See attached sample.) Puzzle should be run off on construction weight paper.
5. Interview in small groups, at least five of the ten given occupations.

Source: Nancy Combs and Louis Cava

P. I. No. 3.3.2

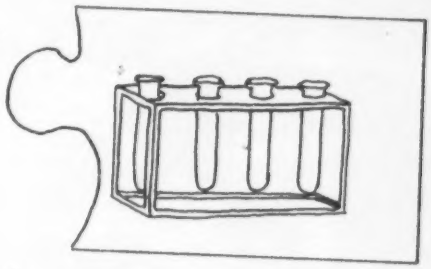
Title: PHYSICAL ENVIRONMENT
OCCUPATIONS

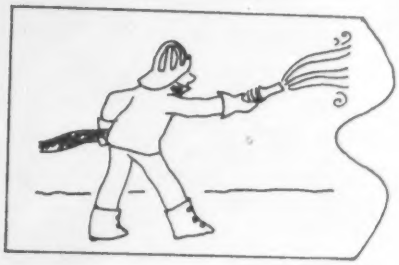
Activity 2

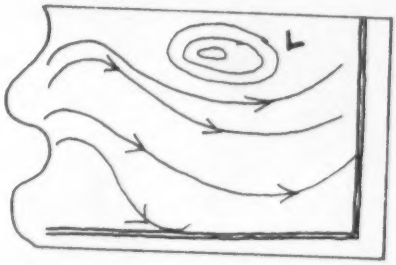
Procedures Continued:

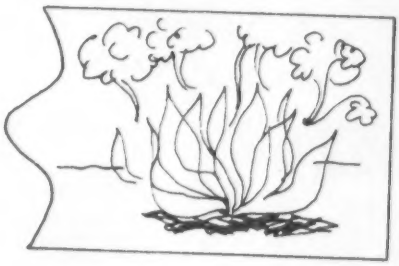
WORKSHEET

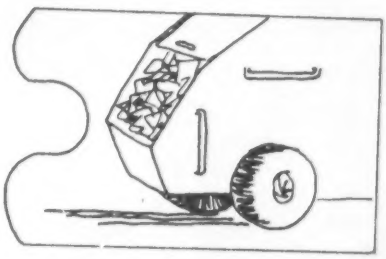
Cut out the puzzle pieces and assemble the puzzle matching the worker with his or her work.

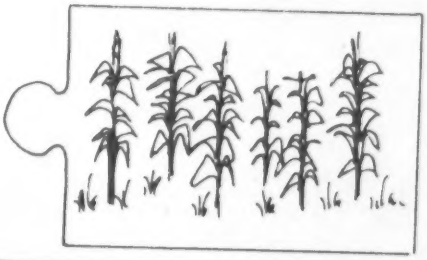












P. I. No. 3.3.2

Title: PHYSICAL ENVIRONMENT OCCUPATIONS

Activity 2

Procedures Continued:

PHYSICAL ENVIRONMENT OCCUPATIONS

AND WORKERS

Occupation	Worker
Mechanics	Mechanic
Garbage collecting	Garbage collector
Sanitation	Street cleaner
Farming	Farmer
Forestry	Forest ranger
Custodial Work	Custodian
City maintenance	Care taker
D.E.Q.	Pollution worker
Vector control	Crop duster
Meteorology	Weather forecaster (Meteorologist)

Program Goal 3. STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
3.4 Will be able to recognize acceptable behaviors in the home, school, and community.	3.4.1 Given the opportunity to examine social and work behaviors will be able to classify them as being helpful or not helpful.
	3.4.2 Given the opportunity will be able to identify sex-stereo-typed roles.

Program Goal 3

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Course Goal 3.4

The student will be able to recognize acceptable behaviors in the home, school, and community.

Suggested Performance Indicator 3.4.1

Given the opportunity to examine social and work behaviors, the student will be able to classify them as being helpful or not helpful.

Description of Activities

1. Acting Out Behaviors (K-3)
Students role play and identify classroom behaviors, choosing behaviors which are helpful.

2. Behaviors In Work and Play (2-3)
An interviewing activity in which students survey adults determing postive social and worker behaviors

P.I. No. 3.4.1

Title: ACTING OUT BEHAVIORS

Activity 1

Suggested Instructional Goal:

The student, having completed a role playing activity, verbally explains to the class related situations, one of which depicts helpful behavior and the other depicting non-helpful behavior.

Grade Level:

K-3

Skills:

Communication, social-decision making, creative acting, inquiry, classifying

Time:

60 minutes

Number of Students:

Small groups

Materials:

None

Procedures:

1. Ask the student to select a partner. Have each pair of students begin thinking about a "helpful" behavior in the school setting - (classroom, halls, play-ground, gym, bus stop, etc.) After a short time, conduct a classroom discussion on student identified classroom behavior.
2. Continue procedure #1 identifying "non-helpful" behavior.
3. Students will have the opportunity to role play the identified behaviors and the other students will have the opportunity to determine what behavior is being role played.
   a. Divide the students into groups of 6, keeping partners together.
   b. Each team in each group will role play the behaviors they have chosen.
   c. Once the role playing has been completed, the observers in the group will ask questions of the actors to determine the behavior being portrayed.
   d. When the portrayed behavior has been identified, the actors will explain why the behavior is "helpful" or "non-helpful".
   e. Proceed with role playing until the activity is completed and all have had a chance to participate.
4. Conduct a class discussion and list all the behaviors portrayed through role playing. The discussion may lead to the effect helpful and non-helpful behaviors have on individuals.

NOTE TO THE TEACHER:

Be sure not to pass judgement on controversial behaviors. Stick to the basic behaviors of sharing, stealing, cheating, listening, etc.

Source: Dan Grimes

P.I. No. 3.4.1

Title: BEHAVIORS IN WORK AND PLAY

Activity 2

Suggested Instructional Goal:

The student having completed a survey of adults in the home, school and/or community, will determine positive social and worker behaviors by interviewing.

Grade Level:	Skills:	Time:
2-3	Interviewing and classifying	Three 20-minute periods

Number of Students:	Materials:
Total Class	Survey form, display area

Procedures:

SESSION ONE

1. Students ask adults what behaviors they think are acceptable and unacceptable. The adults could be your parents, adults at school, or adults in your neighborhood. Demonstrate so the students will know exactly what to do when they interview adults. For example: cheating, stealing, sharing, listening.

2. Give each student a survey form (attached on next page) to take home.

3. The student should ask the adult to name 3 behaviors they think are acceptable and 3 behaviors that are unacceptable in their work and social life.

SESSION TWO

4. Students will share with the class the results of the interview.

SESSION THREE

5. The teacher prepares a display area (bulletin board or sheet of butcher paper) for the students' survey forms.

6. Class discussion on worker and social behaviors listed. Relate to the school setting and the students' behavior. "What comparisons are there between adult and student behaviors?"

Source: Dan Grimes

Procedures Continued:

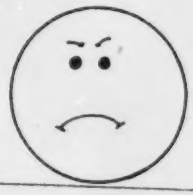
Dear Parents,

Our class is studying about positive and negative behaviors among people. We would appreciate the help you give your child by completing this survey. A discussion with your child would be most beneficial.

BEHAVIORS SURVEY

IN WORK AND PLAY

Surveyor _____



Good Behaviors	Bad Behaviors
1.	1.
2.	2.
3.	3.

Program Goal 3

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Course Goal 3.4

The student will be able to recognize acceptable behaviors in the home, school, and community.

Suggested Performance Indicator 3.4.2

Given the opportunity, the student will be able to identify sex stereotyped roles.

Description of Activities

1. "Why Not" (2-3)
Students identify jobs in the community performed by males and females and determine if the identified job roles can be reversed.

2. Mom Is A Doctor And Dad Is A Nurse (K-3)
An activity in which students identify parents' roles in the home and determine if the roles can be reversed.

P.I. No. 3.4.2

Title: "WHY NOT?"

Activity 1

Suggested Instructional Goal:

The students having completed tasks of cutting pictures from magazines the identify parent roles in the home, will determine if these roles are interchangeable.

Grade Level:

K-3

Skills:

Art, decision making, discussion

Time:

Two 30-minute periods

Number of Students:

Total Class

Materials:

Old magazines, scissors, paste

Procedures:

SESSION ONE

1. Students will cut and paste pictures from magazines that illustrate their parents' jobs around the home. A general discussion should precede this to stimulate ideas.

2. The selected pictures should be classified into three areas: Mother, Father, and joint responsibility.

3. Students will paste the pictures on sheets of paper titled "Jobs my Mother does around the Home," "Jobs my Father does around the Home," and "Jobs parents do together".

SESSION TWO

4. Students will share their pictures with each other and compare differences in mother, father roles within families.

5. Discussion should follow explaining that roles within a family are interchangeable.

Source: Dan Grimes

P. I. No. 3.4.2

Title: MOM IS A DOCTOR AND DAD IS A NURSE

Activity 2

Suggested Instructional Goal:

The student having identified 3 jobs in the community, performed by a female or a male, will determine if these roles are interchangeable.

Grade Level:

2-3

Skills:

Classifying, discussing

Time:

30 minutes

Number of Students:

Total Class

Materials:

A set of occupation cards (See handout.)

Procedures:

1. The teacher will provide job cards which will be attached to a chart or bulletin board as they are categorized.
2. Decide to which category the job applies, then place the card below the title: Male, Female.
3. Discuss the reasons for identified groupings.
4. Add the category BOTH to the chart; then discuss and determine which jobs can be reversed or done by both male and female.
5. Discussion: What occurs when male and female roles are reversed?

CHART (example)

FEMALE	MALE	BOTH (add at the end of activity)
Cook	Mechanic	
Nurse		Doctor

K-3-37

P. I. No. 3.4.2

Title: MOM IS A DOCTOR AND DAD IS A NURSE

Activity 2

Procedures Continued:

OCCUPATION CARDS

FIRE FIGHTER	DOCTOR	TEACHER
LETTER CARRIER	SCIENTIST	HOUSE PAINTER
COOK	SECRETARY	NURSE
ZOO KEEPER	DANCER	CONSTRUCTION WORKER
DETECTIVE	AIRPLANE PILOT	TRUCK DRIVER
BUS DRIVER	DENTIST	ARTIST
JUDGE	SUPERMARKET CLERK	CARPENTER
MECHANIC	HOUSE WIFE	SANITATION PERSON
	PLUMBER	

Source: Dan Grimes

K-3-38

CAREER AWARENESS CURRICULUM

KIT

IMPLEMENTATION HANDBOOK

(GRADES K-3)

Daniel B. Grimes.....Project Director/Writer

John Young.....Coordinator/Writer

Loretta Ness.....Project Writer

Louis Cava.....Project Writer

John Davies.....Project Writer

Nancy Combs.....Project Writer

Inge Infante.....Artist

Steve Sandstrom.....Artist

Christy Bailey.....Artist

QUOTES FROM TEACHERS WHO FOUND THE CURRICULUM MATERIALS VERY USEFUL:

We were very impressed! We found it a valuable addition to our regular curriculum.

Career Committee, Primary, Glendale

The best part of the program to me seems to be the ease with which the activities can be used and incorporated.

Laura Miller, Lincoln Elem., Grade 1, Ashland

Excellent activity! Given at the beginning of the day, helped stimulate the students to choose to do their best that day.

Joene Courtney, Aumsville Elem., Grade 3, Aumsville

Fun activity for kids, interesting to observe their reactions and relate them to the various learning styles. This is an activity I would use again--could be used many times with different objectives.

Barbara Miller, Gaffney Lane, Grade 1, Oregon City

The kit was excellent. I enjoyed doing activities with the children, and they enjoyed doing mobiles, silhouettes, etc. I recommend it for all districts to introduce career awareness.

Miss Mosely, Glendale Elem., Grade 2 Glendale

This activity is important to my class as we live in a rural area and they are not familiar with some of the jobs and professions women are now entering.

Carolyn Poetsch, Petersburg Elem., Grade 2 Petersburg

Parents were especially pleased with this activity. We now send a new chart home every week. Rather than agreeing on five things everyone was to do, each child or parent listed the jobs they presently do. Children were very proud of their charts.

B. J. Finch, Gaffney Lane, Grade K, Oregon City

CAREER EDUCATION IN OREGON

FOREWARD

CAREER EDUCATION THE OREGON WAY

--is for all students.

--enriches the total curriculum.

--helps students identify the relationship between in- and out-of-school experiences.

--helps students develop the competencies needed to function in the producer life role.

--happens most effectively if basic career concepts are used throughout the entire school curriculum.

--is the result of school and community cooperation in providing learning experiences for students.

--is based on student needs.

--provides students with identified skills that will enable them to function in their life roles.

Career education is an integral part of the total educational program. Career education focuses on the producer role and supports other life roles. This is done by providing career awareness, exploration, preparation, specialization and programs for students.

CAREER AWARENESS is learning about careers and the changing world of work. Students begin to recognize the relationship of the producer life role to the life roles of family, citizen, individual, learner, and consumer. Through exposure to career awareness activities, students will:

Identify and develop attitudes about the world of work.

Acquire knowledge about the world of work.

Identify their individuality and continue to develop a relationship with occupational roles.

Develop skills in decision-making, communicating, and creating, as related to the world of work.

Develop physical and mental skills related to occupational roles.

OVERVIEW

Many school districts throughout the state of Oregon have expressed the need for goal-based Career Awareness materials that can be incorporated into the teachers' present instructional program. The K-3 Career Awareness Curriculum Kit is designed to meet that need.

The kit is based on five program goals. Each goal can be mastered by the use of course goals, performance indicators, instructional goals, and classroom activities.

The curriculum materials were developed by a team of six writers from throughout the state during the summer of 1976.

Field testing of the materials was begun in October, 1976 and concluded June 1, 1977.

The materials contained in each notebook are designed to be used by classroom teachers in grades K-3. The activities are adaptable to suit most classes and meet the needs of individual students. Suggested grade levels, size or grouping, subjects, times, etc., are listed on each activity as an aid to planning. The activities can serve as a catalyst for teachers to expand and develop their own activities and ideas.

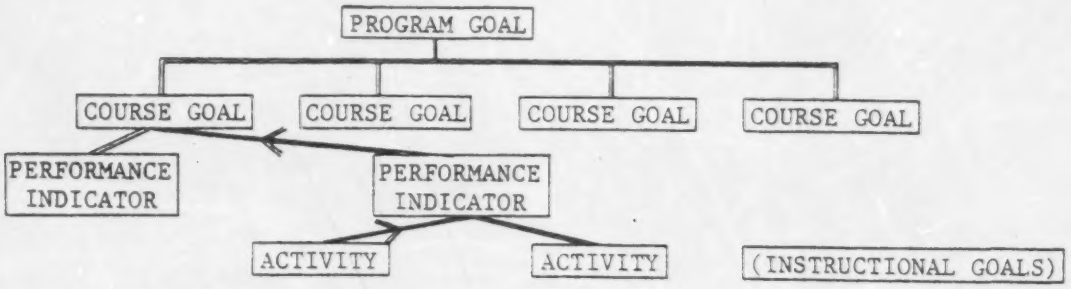
Many activities contain handouts that can be duplicated for student use. These, too, can be altered or expanded to meet particular needs.

The suggested activities provide an opportunity for students to be actively involved in communicating, decision-making, or manipulating and using a variety of materials with others.

Even though these activities are designed to be used by teachers with a minimum of outside assistance, it is strongly recommended that all teachers be in-serviced prior to using the materials. In-service can be arranged by contacting Dan Grimes, Career Awareness Specialist, Oregon Department of Education, 942 Lancaster Drive N.E., Salem, Oregon 97310; phone 378-3597.

UNDERSTANDING A GOAL-BASED CURRICULUM

The following diagram will help to explain the organization of a goal-based curriculum.



-One activity meets one course goal.

-One activity from each course goal would meet a program goal.

PROGRAM GOALS are curricular goals which are generally considered to be similar to the overall objectives for a curriculum area. The goals are the minimum expectations for a curriculum area.

COURSE GOALS are goals established within a curricular area to cover a specific subject matter. The Career Education course goals can be considered to be the basic competencies or outcomes required for Career development.

THE PERFORMANCE INDICATORS are measurable and are to be met by the student in the completion of a given activity. The performance indicator is written to indicate to the teacher the expected level of outcome from the materials presented in the classroom situation. The Instructional Goal is the actual activity in which the student participates in order to accomplish the expected level indicated by the performance indicator

or the teacher.

The entire system is a hierarchy by which a teacher can identify and implement classroom activities. The instructional goals are written so that one can assess the effectiveness of the activities and the knowledge gained by students.

A teacher may select a single activity and by completing this activity the teacher and the student will be able to meet the expectations of a performance indicator and course goal. It will be necessary for the teacher to present at least one activity from each course goal in order to meet the minimum expectations of the program goal.

ACKNOWLEDGEMENTS

The Career Awareness Curriculum Kits (Grades K-3) are the result of the generous and professional efforts of many persons.

The curriculum materials were developed by selected educators from various school districts within the State in conjunction with the Oregon Department of Education. The members of the writing team were:

Louis Cava	Parkrose School District
John Davies	Junction City School District
Dan Grimes	Department of Education
Loretta Ness	Salem School District
John Young	Springfield School District
Nancy Combs	Oregon City School District

Edited by Dan Grimes
Illustrations and Graphics were prepared by Inge Infante, Christy Bailey, Steve Sandstrom, and the writing team.

This project was developed by the Marion County I.E.D. under contract for the Instruction Division - Career Education, Oregon Department of Education, under the authority of the Vocational Education Act of 1963, as amended in 1968. Questions regarding use, reproduction, or availability of these materials should be addressed to the Curriculum Coordinator, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310.

PILOT TESTING

Several elementary schools were included in the field testing of the Curriculum Kits, involving approximately 2250 students in Grades K-3. The participating teachers were:

Clackamas County

Nancy Combs
B.J. Finch
Cheryl Fullerton
Viola Grandle
Betty Guenther
Kathy Hanson
Mary Kellum
Bonnie Koch
Sarah Korman
Doris Lee
Gerry McNeel
Barbara Miller
Glenda Neerman
Margaret Olson
Dorothy O'Dell
Jane Rickell

Coquille County

Joyce Hedeen
Joyce Kuyper
Sharon Roberts
Lily Van Alstyne
Jan Wolz

Douglas County

Lucille Anderson
Mary Blakeley
Ellouise Callison
Sally GrosJacques
Angela Kiely
Carolyn Mosley
Eleanor Palmer
Sunny Philips

Jackson County

John Grieder
Vivian Locke
Laura Miller
Deleen Ross
Ella Tegner

Klamath County

Don Buckingham
Marie Carlson
Marlene Haddeland
Cheryl Isaacson
Cheryl Kenney
Jan Wetzel

Lane County

Lynn Barker
Carol Clark
Steve Cooper
Dody Hall
Lois Hopper
Dorothy Morey
Jerry Settelmeyer
Jan Snidow
Phyllis Yarborough

Marion County

Ursula Bertsch
Fran Cavendar
Joene Courtney
Lucretia Crosier
Berniece DaMoude
Sharon Huggins
Molly Ingle
Joanne Leeth
Debbie Papenfus
Dorothy Peterson
Sharon Poteet
Karen Reguero
Loretta Stockton

Multnomah County

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Gail Herrman
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LaVern Partlow
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Marcia Hire
Margo Mack
Pete Lybecker
Sister Bernice Schmidt

Wasco County

Kathy Benson
Rebecca Brooks
Jean Ann Davido
Mary Deswert
Marlene Olson
Carolyn Poetsch
Dave Rohde
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Paul Mallonee	Klamath County School District
Marilyn Olsen	Lane County I.E.D.
Ron Olsen	Coos/Curry I.E.D.
Leon Olson	Ashland School District
Al Pfahl	Clackamas County I.E.D.
Jerry Shiveley	Douglas County I.E.D.
Marvis Spencer	Newberg School District
Jack Tilton	Marion County I.E.D.